



State of New Jersey

2014-15

07-1900-080

OVERVIEW

CAMDEN
HADDONFIELD BORO

GRADE SPAN PK-05

ELIZABETH HADDON SCHOOL
501 WEST REDMAN AVENUE
HADDONFIELD, NJ 08033

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

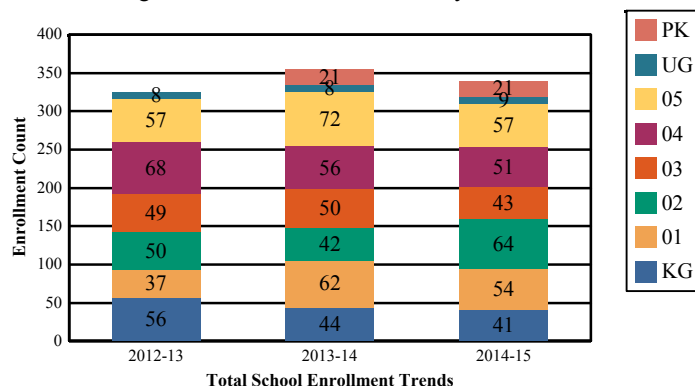
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

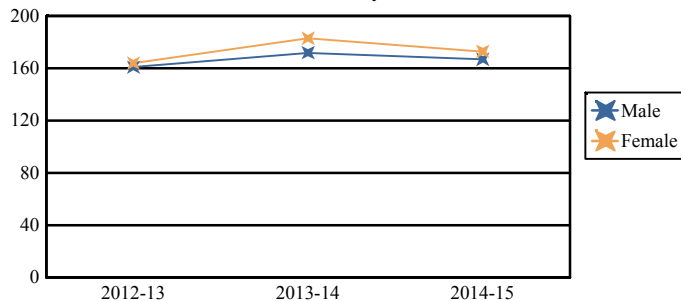


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment | |
|-------------------------|-----|
| 2012-13 | 325 |
| 2013-14 | 355 |
| 2014-15 | 340 |

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

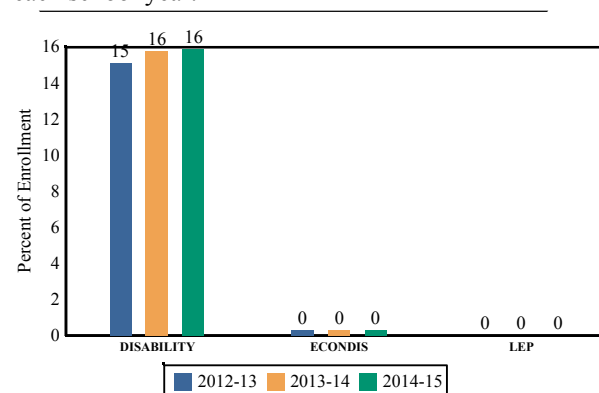


| | Male | Female |
|---------|------|--------|
| 2012-13 | 161 | 164 |
| 2013-14 | 172 | 183 |
| 2014-15 | 167 | 173 |

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Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

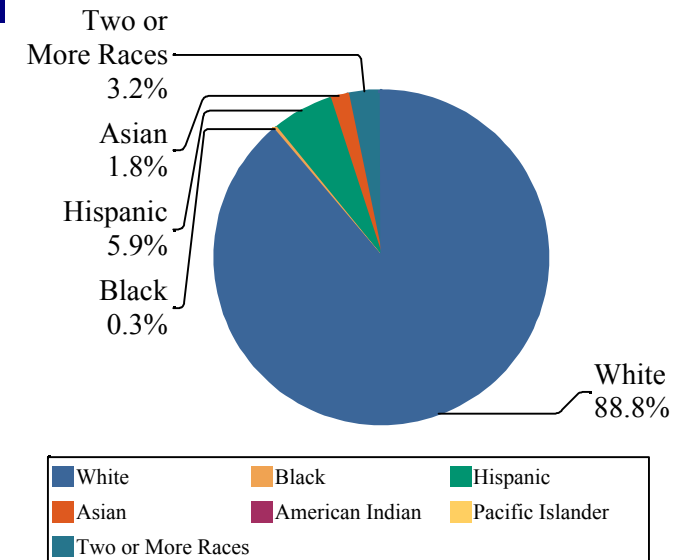


| Current Year Enrollment by Program Participation | | |
|--------------------------------------------------|-------------------|-----------------|
| 2014-15 | Count of Students | % of Enrollment |
| Students with Disability | 54 | 16% |
| Economically Disadvantaged Students | 1 | 0.3% |
| English Language Learners | 0 | 0.0% |

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Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2014-15 | Percent |
|----------|---------|
| English | 94.8% |
| Spanish | 1.5% |
| German | 0.9% |
| Japanese | 0.9% |
| Bengali | 0.6% |
| Guarani | 0.3% |
| Other | 1.2% |

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile |
|------------------------------------------------------------|------------------------|-----------------|------------------|
| English Language Arts/Literacy Met or Exceeded Expectation | 79% | 78 | 94 |
| Math Met or Exceeded Expectation | 70% | | |

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 145 | 78.6% | 95% | 95.5% | YES |
| White | 131 | 76.4% | 95% | 95% | YES |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | - | - | -- | -- | -- |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | 32 | 53.1% | 95% | 86.5% | - |
| English Language Learners | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

| Subgroups | Valid Scores | % Meeting Standards | Participation Goal | Participation Rate | Met Participation? |
|-------------------------------------|--------------|---------------------|--------------------|--------------------|--------------------|
| Schoolwide | 144 | 70.1% | 95% | 94.9% | YES |
| White | 130 | 70% | 95% | 94.3% | YES* |
| African American | - | - | -- | -- | -- |
| Hispanic | - | - | -- | -- | -- |
| American Indian | - | - | -- | -- | -- |
| Asian | - | - | -- | -- | -- |
| Two or More Races | - | - | -- | -- | -- |
| Students with Disability | 32 | 37.5% | 95% | 86.5% | - |
| English Learner Students | - | - | -- | -- | -- |
| Economically Disadvantaged Students | - | - | -- | -- | -- |

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

| Five Performance Levels | | | | |
|-------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------|----------------------------------------|-----------------------------------------------------------|
| Level 1: Did Not Yet Meet Expectations (Min. 650) | Level 2: Partially Met Expectations | Level 3: Approached Expectations | Level 4: Met Expectations | Level 5: Exceeded Expectations (Max. 850) |

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide | 39 | 772 | 744 | 0% | 8% | 18% | 67% | 8% | 74% | 44% |
| White | 36 | 770 | 753 | 0% | 8% | 19% | 67% | 6% | 72% | 55% |
| African American | - | - | 725 | - | - | - | - | - | - | 26% |
| Hispanic | - | - | 727 | - | - | - | - | - | - | 26% |
| American Indian | - | - | 738 | - | - | - | - | - | - | 40% |
| Asian | - | - | 769 | - | - | - | - | - | - | 70% |
| Two or More Races | - | - | 751 | - | - | - | - | - | - | 53% |
| Students with Disability | - | - | 718 | - | - | - | - | - | - | 24% |
| English Language Learners | - | - | 709 | - | - | - | - | - | - | 11% |
| Economically Disadvantaged Students | - | - | 724 | - | - | - | - | - | - | 24% |

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide | 49 | 774 | 751 | 0% | 2% | 16% | 51% | 31% | 82% | 52% |
| White | 42 | 772 | 758 | 0% | 2% | 19% | 50% | 29% | 79% | 63% |
| African American | - | - | 733 | - | - | - | - | - | - | 30% |
| Hispanic | - | - | 737 | - | - | - | - | - | - | 35% |
| American Indian | - | - | 746 | - | - | - | - | - | - | 52% |
| Asian | - | - | 773 | - | - | - | - | - | - | 78% |
| Two or More Races | - | - | 760 | - | - | - | - | - | - | 62% |
| Students with Disability | 13 | 753 | 725 | 0% | 8% | 31% | 54% | 8% | 62% | 25% |
| English Language Learners | - | - | 717 | - | - | - | - | - | - | 15% |
| Economically Disadvantaged Students | - | - | 734 | - | - | - | - | - | - | 31% |

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Schoolwide | 57 | 764 | 751 | 4% | 4% | 14% | 74% | 5% | 79% | 53% |
| White | 53 | 763 | 757 | 4% | 4% | 15% | 72% | 6% | 77% | 62% |
| African American | - | - | 734 | - | - | - | - | - | - | 31% |
| Hispanic | - | - | 737 | - | - | - | - | - | - | 35% |
| American Indian | - | - | 746 | - | - | - | - | - | - | 45% |
| Asian | - | - | 771 | - | - | - | - | - | - | 77% |
| Two or More Races | - | - | 758 | - | - | - | - | - | - | 61% |
| Students with Disability | 11 | 745 | 723 | 18% | 9% | 18% | 55% | 0% | 55% | 21% |
| English Language Learners | - | - | 717 | - | - | - | - | - | - | 15% |
| Economically Disadvantaged Students | - | - | 734 | - | - | - | - | - | - | 31% |

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/ Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------------------------|----------------------------------|
| Schoolwide | 39 | 767 | 746 | 0% | 3% | 23% | 64% | 10% | 74% | 46% |
| White | 36 | 766 | 752 | 0% | 3% | 25% | 64% | 8% | 72% | 56% |
| African American | - | - | 728 | - | - | - | - | - | - | 25% |
| Hispanic | - | - | 733 | - | - | - | - | - | - | 28% |
| American Indian | - | - | 742 | - | - | - | - | - | - | 41% |
| Asian | - | - | 772 | - | - | - | - | - | - | 77% |
| Two or More Races | - | - | 751 | - | - | - | - | - | - | 54% |
| Students with Disability | - | - | 727 | - | - | - | - | - | - | 27% |
| English Language Learners | - | - | 724 | - | - | - | - | - | - | 17% |
| Economically Disadvantaged Students | - | - | 730 | - | - | - | - | - | - | 26% |

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Schoolwide | 48 | 760 | 744 | 0% | 10% | 21% | 60% | 8% | 69% | 42% |
| White | 41 | 761 | 749 | 0% | 12% | 15% | 66% | 7% | 73% | 50% |
| African American | - | - | 727 | - | - | - | - | - | - | 20% |
| Hispanic | - | - | 732 | - | - | - | - | - | - | 26% |
| American Indian | - | - | 740 | - | - | - | - | - | - | 40% |
| Asian | - | - | 769 | - | - | - | - | - | - | 75% |
| Two or More Races | - | - | 750 | - | - | - | - | - | - | 52% |
| Students with Disability | 13 | 741 | 724 | 0% | 31% | 23% | 46% | 0% | 46% | 21% |
| English Language Learners | - | - | 722 | - | - | - | - | - | - | 15% |
| Economically Disadvantaged Students | - | - | 730 | - | - | - | - | - | - | 23% |

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

| Subgroup | Valid Scores | Mean Scale Score | State Mean Scale Score | % Level_1 | % Level_2 | % Level_3 | % Level_4 | % Level_5 | % Met/Exceeded Expectation | State % Met/Exceeded Expectation |
|-------------------------------------|--------------|------------------|------------------------|-----------|-----------|-----------|-----------|-----------|----------------------------|----------------------------------|
| Schoolwide | 57 | 762 | 744 | 2% | 4% | 26% | 53% | 16% | 68% | 42% |
| White | 53 | 760 | 749 | 2% | 4% | 28% | 53% | 13% | 66% | 49% |
| African American | - | - | 728 | - | - | - | - | - | - | 21% |
| Hispanic | - | - | 733 | - | - | - | - | - | - | 26% |
| American Indian | - | - | 745 | - | - | - | - | - | - | 46% |
| Asian | - | - | 768 | - | - | - | - | - | - | 74% |
| Two or More Races | - | - | 749 | - | - | - | - | - | - | 50% |
| Students with Disability | 11 | 742 | 724 | 9% | 18% | 45% | 18% | 9% | 27% | 19% |
| English Language Learners | - | - | 724 | - | - | - | - | - | - | 17% |
| Economically Disadvantaged Students | - | - | 731 | - | - | - | - | - | - | 23% |

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

| Subject | Grade | State/Nation | Below Basic | Basic | Proficient | Advanced |
|---------|---------|--------------|-------------|-------|------------|----------|
| Reading | Grade 4 | State (NJ) | 25 | 33 | 31 | 12 |
| | Grade 4 | Nation | 31 | 33 | 27 | 9 |
| | Grade 8 | State (NJ) | 20 | 39 | 35 | 6 |
| | Grade 8 | Nation | 24 | 42 | 31 | 4 |
| Math | Grade 4 | State (NJ) | 14 | 39 | 38 | 9 |
| | Grade 4 | Nation | 18 | 42 | 33 | 7 |
| | Grade 8 | State (NJ) | 21 | 32 | 30 | 16 |
| | Grade 8 | Nation | 29 | 38 | 25 | 8 |

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NJASK Results - Science Grade Level - 04

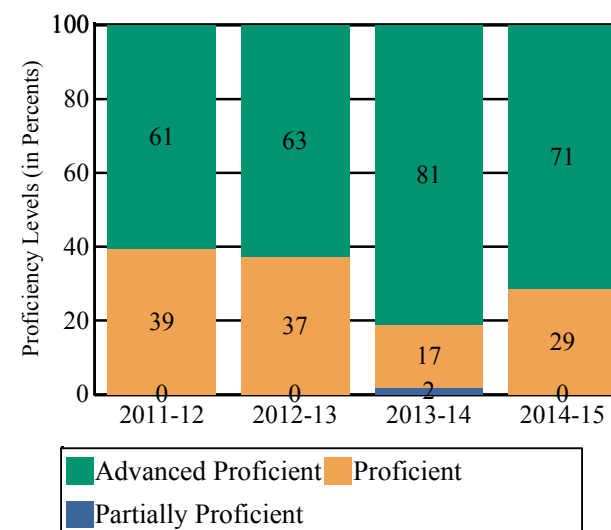
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 71% | 29% | 0% |
| White | 74% | 26% | 0% |
| African American | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 58% | 42% | 0% |
| English Language Learners | - | - | - |
| Economically Disadvantaged Students | - | - | - |

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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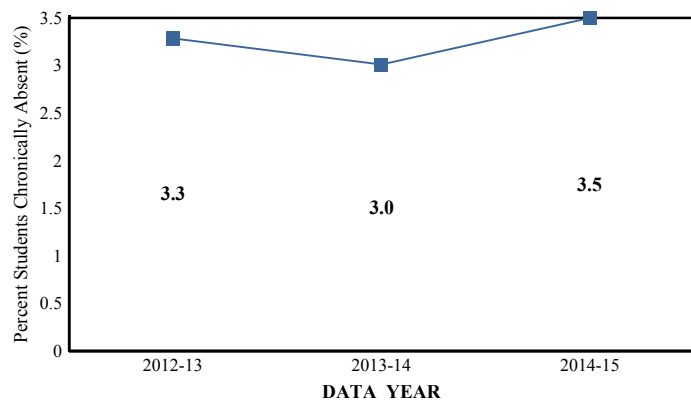
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

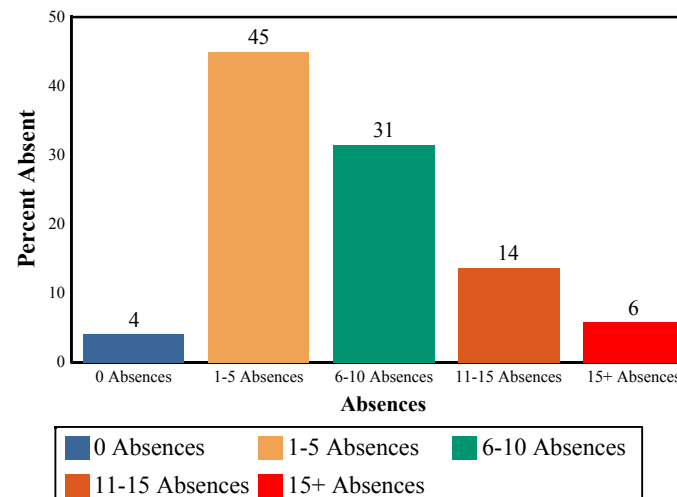


Chronic Absenteeism for 2014-15

3.50%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 49 | 24 | 42 | 35 | YES |
| Student Growth on Math | 41 | 31 | 23 | 35 | YES |
| | | 28 | 33 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

| (Expectations) | GROWTH | | |
|------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet | 2% | 0% | 0% |
| Partially Met | 2% | 0% | 1% |
| Approached | 7% | 6% | 3% |
| Met | 23% | 22% | 18% |
| Exceeded | 0% | 3% | 14% |

Math

| (Expectations) | GROWTH | | |
|------------------|--------|---------|------|
| | Low | Typical | High |
| Did Not Yet Meet | 1% | 0% | 0% |
| Partially Met | 7% | 0% | 0% |
| Approached | 13% | 8% | 3% |
| Met | 18% | 23% | 15% |
| Exceeded | 0% | 0% | 12% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

CAMDEN

HADDONFIELD BORO

GRADE SPAN PK-05

ELIZABETH HADDON SCHOOL

501 WEST REDMAN AVENUE

HADDONFIELD, NJ 08033

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 832 | 850 |
| 75th | 794 | 770 |
| 50th | 774 | 743 |
| 25th | 744 | 715 |
| 0th | 706 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 50 | 55 |

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 834 | 850 |
| 75th | 780 | 767 |
| 50th | 765 | 745 |
| 25th | 749 | 722 |
| 0th | 724 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 31 | 45 |

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 828 | 850 |
| 75th | 793 | 773 |
| 50th | 771 | 750 |
| 25th | 751 | 728 |
| 0th | 709 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 42 | 45 |

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 812 | 850 |
| 75th | 783 | 773 |
| 50th | 769 | 751 |
| 25th | 755 | 728 |
| 0th | 650 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 28 | 45 |

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 820 | 850 |
| 75th | 775 | 764 |
| 50th | 757 | 742 |
| 25th | 741 | 721 |
| 0th | 703 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 34 | 43 |

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 811 | 850 |
| 75th | 784 | 763 |
| 50th | 764 | 743 |
| 25th | 748 | 723 |
| 0th | 693 | 650 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 36 | 40 |

SCHOOL CLIMATE
CAMDEN
HADDONFIELD BORO

State of New Jersey
2014-15

GRADE SPAN PK-05

07-1900-080
ELIZABETH HADDON SCHOOL
501 WEST REDMAN AVENUE
HADDONFIELD, NJ 08033

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|----------------|-----------------|
| 2014-15 | 6 Hrs. 35 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|----------------|--------|
| 2014-15 | 0.0% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2014-15 | School |
|--------------------|-----------------|
| Full Time | 5 Hrs. 45 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|----------------|--------|
| 2014-15 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2014-15 | School |
|-----------------------|--------|
| Faculty | 16 |
| Administrators | 170 |

SCHOOL PEER GROUP

CAMDEN

HADDONFIELD BORO

GRADE SPAN PK-05

ELIZABETH HADDON SCHOOL

501 WEST REDMAN AVENUE

HADDONFIELD, NJ 08033

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u> | <u>CDS CODE</u> | <u>GRADES PAN</u> | <u>ECONOMICALLY DISADVANTAGED</u> | <u>ENGLISH LANGUAGE LEARNERS</u> | <u>SPECIAL EDUCATION</u> |
|--------------------|-------------------------|-----------------------------------|--------------------|-------------------|---------------------------------------|------------------------------------------|------------------------------|
| BERGEN | ALLENDALE BORO | HILLSIDE ELEMENTARY SCHOOL | 03-0040-020 | PK-03 | 0.6% | 1.1% | 6.9% |
| BERGEN | GLEN ROCK BORO | CENTRAL SCHOOL | 03-1760-080 | KG-05 | 0.7% | 0.3% | 16.2% |
| BERGEN | MAHWAH TWP | BETSY ROSS ELEMENTARY | 03-2900-060 | KG-03 | 3.8% | 5.6% | 6.8% |
| BERGEN | PARAMUS BORO | MEMORIAL ELEMENTARY SCHOOL | 03-3930-080 | KG-04 | 5% | 7.6% | 12.4% |
| BERGEN | PARAMUS BORO | RIDGE RANCH ELEMENTARY SCHOOL | 03-3930-110 | PK-04 | 4.8% | 6.1% | 15.6% |
| BERGEN | RIDGEWOOD VILLAGE | RIDGE ELEMENTARY SCHOOL | 03-4390-090 | KG-05 | 1.2% | 1.2% | 11.8% |
| BERGEN | RIDGEWOOD VILLAGE | WILLARD ELEMENTARY SCHOOL | 03-4390-130 | KG-05 | 1% | 1.4% | 12.9% |
| BERGEN | TENAFLY BORO | RALPH S MAUGHAM SCHOOL | 03-5160-090 | KG-05 | 4.3% | 5.8% | 16.3% |
| BERGEN | WOODCLIFF LAKE BORO | DORCHESTER ELEMENTARY SCHOOL | 03-5880-030 | PK-05 | 0.6% | 0.6% | 14.4% |
| CAMDEN | HADDONFIELD BORO | ELIZABETH HADDON SCHOOL | 07-1900-080 | PK-05 | 0.3% | 0% | 13.8% |
| CAPE MAY | STONE HARBOR BORO | STONE HARBOR ELEMENTARY SCHOOL | 09-5060-050 | KG-04 | 0% | 0% | 7.4% |
| ESSEX | FAIRFIELD TWP | ADLAI E. STEVENSON | 13-1465-005 | PK-03 | 1.5% | 1.2% | 10% |
| ESSEX | GLEN RIDGE BORO | RIDGEWOOD AVENUE SCHOOL | 13-1750-075 | 03-06 | 0.2% | 0% | 17.3% |
| ESSEX | LIVINGSTON TWP | HILLSIDE ELEMENTARY SCHOOL | 13-2730-100 | KG-05 | 3% | 4.2% | 11.8% |
| ESSEX | NORTH CALDWELL BORO | GRANDVIEW ELEMENTARY SCHOOL | 13-3630-060 | PK-03 | 0% | 0% | 8% |
| ESSEX | VERONA BORO | FOREST AVENUE SCHOOL | 13-5370-090 | KG-04 | 0% | 0% | 14.6% |
| ESSEX | VERONA BORO | LANING AVENUE SCHOOL | 13-5370-100 | PK-04 | 0.4% | 0% | 12.1% |
| MONMOUTH | FAIR HAVEN BORO | VIOLA L SICKLES SCHOOL | 25-1440-060 | PK-03 | 0% | 0% | 9.3% |
| MONMOUTH | ROOSEVELT BORO | ROOSEVELT PUBLIC SCHOOL | 25-4520-050 | PK-06 | 0% | 0% | 11.4% |
| MORRIS | FLORHAM PARK BORO | BROOKLAKE SCHOOL | 27-1530-020 | 03-05 | 1% | 0.7% | 12.8% |
| MORRIS | HANOVER TWP | MOUNTVIEW ROAD SCHOOL | 27-2000-050 | KG-05 | 2.4% | 2.6% | 14.1% |
| MORRIS | LONG HILL TWP | MILLINGTON ELEMENTARY SCHOOL | 27-4000-060 | 02-05 | 3% | 4.2% | 22.9% |
| MORRIS | MOUNTAIN LAKES BORO | WILDWOOD ELEMENTARY SCHOOL | 27-3460-080 | KG-05 | 0% | 0% | 13.9% |



State of New Jersey
2014-15

07-1900-080

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| | | | | | | | |
|----------|----------------------|------------------------------|-------------|-------|------|------|-------|
| MORRIS | PEQUANNOCK TWP | STEPHEN J. GERACE SCHOOL | 27-4080-100 | KG-05 | 3.3% | 4.3% | 8.6% |
| MORRIS | RANDOLPH TWP | SHONGUM SCHOOL | 27-4330-080 | KG-05 | 0.8% | 0.6% | 13.5% |
| PASSAIC | WAYNE TWP | PINES LAKE ELEMENTARY SCHOOL | 31-5570-120 | KG-05 | 6% | 9% | 21% |
| SOMERSET | WARREN TWP | CENTRAL SCHOOL | 35-5470-030 | KG-05 | 2.2% | 3.2% | 10.5% |
| UNION | BERKELEY HEIGHTS TWP | MOUNTAIN PARK SCHOOL | 39-0310-040 | 02-05 | 0.4% | 0% | 12.8% |
| UNION | BERKELEY HEIGHTS TWP | THOMAS P. HUGHES SCHOOL | 39-0310-020 | 02-05 | 1.2% | 1.2% | 9.4% |
| UNION | WESTFIELD TOWN | JEFFERSON ELEMENTARY SCHOOL | 39-5730-120 | 01-05 | 0.4% | 0.2% | 11.8% |
| UNION | WESTFIELD TOWN | WILSON ELEMENTARY SCHOOL | 39-5730-160 | 01-05 | 0.3% | 0% | 22.1% |